

## Appendix A: Program Planning Data Glossary of Terms

**CRN, COURSE – CRN**, course number and title from Banner SSASECT

**XLST** – If the course is crosslisted, only the primary CRN identified on SSAXLST is on the report. If the letters *na* appear in this field, there is no primary CRN identified and this is the first subject/course number alphabetically. If **\*\*** appears, this is the primary CRN. If you'd like to see what the crosslisted sections are, you can run the SYRXLST report from Banner job submission.

**UNITS** – This is Credit Units Low from SSASECT

**CEN ENR** – Census enrollment from Banner. This appears on SSASECT, under Section Enrollment Info labeled Census One Enrollment Count. This data is updated on the form in Banner nightly, but is real time on the report.

**Com Grd** – If run during the semester, the number of students who are currently enrolled in the class; if run after the end of the semester, the number of students who received a grade including 'F' and 'NC', but not including 'W'. This number is also on SSASECT under Section Enrollment Info labeled remaining.

**% Ret** – Com Grd/CEN ENR expressed in percentage– Note: this could be greater than 100% if you have students that are "Late Admit".

**CAP** – Maximum Enrollment for section. This is found on SSASECT, under Section Enrollment Info labeled maximum. This is where enrollment cuts off. Once this number is reached the section is closed.

**%CAP** – CEN ENR/CAP expressed in percentage

**Hrly FTEF** – Workload attributed to Hourly Faculty, based on contract type and workload entered on SIAASGN

**F-T FTEF** – Workload attributed to Full Time Faculty, based on contract type and workload entered on SIAASGN

**TOT FTEF** – Workload attributed to all faculty, the sum of Hrly FTEF and F-T FTEF

**AAM** – Attendance Accounting Method – can be found on SSASECT

**Total FTES** – Full Time Equivalent Students depending on AAM.

**WC and I-** =  $WSCH * 17.5 / 525$ , **DC** =  $Av Wk DSCH * 17.5 / 525$ , **P-** =  $Av Wk PA * 17.5 / 525$

**WSCH** – Weekly Cont Hrs (from SSASECT labeled WCH) \* CEN ENR, (Ind Study = UNITS \* CEN ENR)

**AV/WK DSCH** – Daily Scheduled Contact Hrs (from SSASECT labeled DCH)\* CEN ENR \*  
Number of meetings (from SSASECT Scheduled Meeting Times) / 17.5

**AV/WK PA** – Total student hours / 17.5

Note: Positive attendance is calculated on posted student hours from SAASLST or factor of .75 if no student hours posted and box is checked on menu to calculate an estimate. CEN ENR is not used. If .75 factor is used, the letter e will appear next to the AV/WK PA.

**AGG WSCH** – total of WSCH, AV/WK DSCH, AV/WK PA

**AGG WSCH/FTEF** – AGG WSCH / TOT FTEF

**% 525 Goal** – (AGG WSCH/FTEF) / (525) expressed in percentage

**Appendix B:** Crosswalk of Moorpark College Educational Master Plan Recommendations to VCCCD District Planning Objectives

The District Planning Objectives were updated by the Board of Trustees during the June 9, 2009 Board Planning session, and subsequently approved at the July 14, 2009 Board of Trustees Meeting. These District goals, originally presented in District’s Master Plan 2007-2015 (approved February, 2009), represent the highest priority objectives for the District, and provide guidance for college planning.

These objectives are:

- Access and student success
- Partnerships with the high schools, colleges and universities
- Economic Development, including workforce training and partnerships
- Instructional productivity while maintaining quality
- Prudent fiscal stewardship
- Professional development for faculty and staff

This crosswalk aligns these primary District objectives with the recommendations offered in the *College’s Educational Master Plan 2010-2020* to address these identified challenges:

1. Student Access: Shifting Demographics and Mission Relevance
2. Student Retention and Success
3. Responsiveness to the Marketplace in Career Training
4. Volatility of Economic Climate and California Public Funding

Crosswalk

VCCCD Planning Objectives	College Challenges and Recommendations
Access and student success Instructional productivity while maintaining quality	<b>Recommendation - Student Access 1.</b> To develop, implement and annual assess enrollment management strategies to ensure stability and sustainability.
Access and student success Partnerships with the high schools, colleges and universities	<b>Recommendation - Student Access 2.</b> To continue the College’s strong reputation for supporting student success in transfer rates, develop, implement, and assess strategies to increase the support for students interested in transferring.
Access and student success	<b>Recommendation - Student Access 3.</b> To offset demographic shifts and possible loss of current traditional

<p>Economic Development, including workforce training and partnerships</p> <p>Prudent fiscal stewardship</p>	<p>student base, develop, implement and assess outreach strategies to identify, recruit, and retain non-traditional students.</p>
<p>Access and student success</p> <p>Economic Development, including workforce training and partnerships</p> <p>Instructional productivity while maintaining quality</p> <p>Prudent fiscal stewardship</p>	<p><b>Recommendation - Student Access 4.</b> To stabilize funding, develop, implement, and assess multiple strategies, from achieving efficiencies with current revenue, to acquiring additional funding sources beyond apportionment.</p>
<p>Access and student success</p> <p>Partnerships with the high schools, colleges and universities</p> <p>Economic Development, including workforce training and partnerships</p>	<p><b>Recommendation - Student Access 5.</b> To effectively support degree/certificate completions that will lead to employment, identify core academic and career/technical programs and focus resources on them.</p>
<p>Access and student success</p>	<p><b>Recommendation - Student Retention and Success 1.</b> Develop, implement, and assess programs to increase student engagement in campus life.</p>
<p>Access and student success</p> <p>Partnerships with the high schools, colleges and universities</p>	<p><b>Recommendation - Student Retention and Success 2.</b> Identify barriers to student achievement (retention, success, and persistence) at various stages of student engagement. Develop, implement, and assess programs designed to reduce/remove those barriers.</p>
<p>Access and student success</p> <p>Professional development for faculty and staff</p>	<p><b>Recommendation - Student Retention and Success 3.</b> To effectively serve non-traditional populations, identify and create strategies to meet key instructional and student services support needs of this student segment.</p>
<p>Access and student success</p> <p>Professional development for faculty and staff</p>	<p><b>Recommendation - Student Retention and Success 4.</b> Increase access for traditional and non-traditional students through alternative methods of education and service delivery, including but not limited to online learning. Develop, implement and assess strategies to ensure</p>

Prudent fiscal stewardship	program improvement, including the currency of technology, student retention and success, and ongoing professional development for faculty.
Access and student success Professional development for faculty and staff	<b>Recommendation - Student Retention and Success 5.</b> Identify long-term and medium-term goals for the continuing work of the Basic Skills Committee, with periodic self-assessment as defined by the State's Basic Skills Initiative Self-Assessment Tool.
Access and student success Professional development for faculty and staff	<b>Recommendation - Student Retention and Success 6.</b> To effectively serve new student populations, develop, implement, and assess a faculty development program targeted to instructional best practices for working with non-traditional adult students.
Access and student success Economic Development, including workforce training and partnerships Prudent fiscal stewardship	<b>Recommendation - Responsiveness to the Marketplace in Career Training 1.</b> Develop and implement a systematic review of all career/technical education programs to align program competencies with workplace needs, and to verify that the degrees and certificates are meaningful to job entry. Based on this systematic review, revise and discontinue programs as needed. Use the criteria developed in this review to evaluate proposals for new career/technical programs.
Access and student success Partnerships with the high schools, colleges and universities Economic Development, including workforce training and partnerships	<b>Recommendation - Responsiveness to the Marketplace in Career Training 2.</b> In designing new career/technical programs, create Career Ladders that allow students to logically and cumulatively advance from certificate, associate degree, to more advanced studies.
Access and student success Economic Development, including workforce training and partnerships	<b>Recommendation - Responsiveness to the Marketplace in Career Training 3.</b> Develop, assess, and improve promotional materials to clarify for students the role of career/technical degrees and certificates in job entry and job advancement.
Access and student success Prudent fiscal stewardship	<b>Recommendation - Volatility of the Economic Climate and California Public Funding 1.</b> In light of the continuing economic decline, fully implement the College's integrated

	<p>planning process to ensure long-term stability. In particular, adhere to the 3-year Strategic Planning cycle in support of this Educational Master Plan with these additional considerations:</p> <p>Consider the reality of the economic climate in the writing of the Strategic Plan and accompanying action plans. Dedicate available resources to fund the college priorities.</p> <p>Re-validate and carry over unmet strategic objectives and action steps from one 3-year Strategic Plan to the next.</p>
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